

## Sluttrapport for prosjekt ved UiA som har fått tildelt prosjektmidler i Program for utdanningskvalitet 2019-20

26 November 2020

Project: Games of History – net-based course and MOOC

Project code: PRUK-01/19

### Participants:

- Apostolos Spanos, Prosjektleder, Institute of Religion, Philosophy and History
- Maren Schelbred Thormodsæter, IT-avdelingen – Mediesenter
- Thomas Andersen, IT-avdelingen
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### Deliverables of the project

The main aim of the project was the digitization of the course *HI-132 Games of History: Games and Gaming as Historical Sources* (10 ECTS), included in the One-year Programme and the BA-Programme in history, as well as in the Advanced teacher Education level 8-13, 5-year MA Programme. According to the application, the project would cover one full module of the course, so that we could apply further to DIKU. Our application to DIKU was unfortunately not successful. The positive dimension though was that we decided to change the production line, mainly by shifting from green-screen animated video lectures to physical studio animated video lectures. This made the whole production considerably cheaper, which meant that we managed to produce the whole course (ten modules instead of one plus one extra set of very short videos) with the same funding.

The digitization has been realized in cooperation with our colleagues at the Media Centre of the University of Agder.

As we were producing already from the last months of 2019 and during the spring semester, the course was given already in Spring 2020 as a “Flipped Classroom” course and the evaluation showed that the students were totally satisfied. The flipped course strategy also made the shifting from in-campus to digital teaching due to the campus lock-down much easier.

Working on the video lectures, we realized that it would not be possible to produce the podcast and the interview included in the application. Our decision was to prioritize the production of the videos and everything else that was necessary to offer the course to our students as a net-based course, something we managed to do. In the next round of the project, from summer 2020 onwards, we improved some of the videos (animation and corrections in texting) and we produced anew some of them, as we were not totally satisfied with their quality.

In total we

- (a) Designed a visual identity of the course and the project (which is also used on the website of the project).

- (b) Redesigned the page of the course in Canvas.
- (c) Produced sixty-nine short video lectures (between 5 and 10 minutes each).
- (d) Produced the animation and the texting of the videos.
- (e) Produced 10 automatically evaluated quizzes, 10 colloquium-work sets and 10 homework sets.
- (f) Produced the website [gamesofhistory.uia.no](http://gamesofhistory.uia.no), which will present the project and host its material that is for open use (still under construction).

Something that was not taken into consideration in the application (as I was not aware of it) was that we have the obligation to text all the videos that are to be used by students. This meant that we had to use the funding differently than originally planned.

As my own working hours were covered by an additional funding by the institute, the whole amount of the funding by PULS was used to cover the work of the Media Centre (please see below the revised budget).

In regard to the MOOC, all material is produced. What remains to publish the MOOC is a clarification of copyright with the university and to choose whether the course will be offered at the website of the project or through an established MOOC platform.

## Budget

The project has been financed additionally by the Department of Religion, Philosophy and History (75 working hours). In addition, the project is possible because I had already worked on the project on beforehand, both doing research on the subject and preparing lectures, seminars, Kahoot games, and reading material for the course HI-132 (which were improved in 2019–20).

As mentioned above, changing the whole plan of the project to do it more creative and more useful for the students and including elements not thought of in the beginning (texting) meant that we had to use our funding differently. The original budget included in the application was the following:

Scenario writing for the video lectures	4 000
Production of video lectures and guest interview	125 000
Production of podcast	4 000
Production of the homework set	16 000
Production of quiz exercises	12 000
Production of soft info	8 000
Planning and design	16 000
<b>Total</b>	<b>185 000</b>

The revised budget is this (see also the attached intern invoice by the Media Centre):

Scenario writing for the video lectures	Covered by the Institute of RPH
Filming of video lectures (TV-studio)	(two people from MC) 80 hours
Editing of video lectures	124 hours
Amination (grafikk/ferdistilling)	109 hours
Texting of video lectures	49 hours
Planning and design	28 hours
Production of guest interview	Cancelled
Production of podcast	Not done, my plan is to produce the podcast in spring 2021, using working hours included in the plan of the course.
Production of the homework set	Covered by the Institute of RPH
Production of quiz exercises	Covered by the Institute of RPH
Production of soft info	Covered by the Institute of RPH
Total	<b>(390 hours) 189 930 NOK</b>

## Experience

The experience from this project is threefold: the first part is related the work done, the second to the implementation of the results in the teaching and the way it was received by the students, and the third to the administrative dimension of the project.

Preparing the videos was a new experience for me and it proved very valuable. As this seems to be the future of teaching and learning, the whole work (from preparing the scenarios for the video lectures to filming and thinking of how the videos would be used as a learning tool) was something that has changed my thinking and my practices related to university teaching. Furthermore, through the process I learned more on how to use Canvas as a learning platform.

Working with our colleagues at the Media Centre was easy and positive. I learned a lot from them, and I appreciate very much their easiness in cooperation, their focus, their professionalism and creativity.

The reception by the students was enthusiastic and, as mentioned, the evaluation of the course showed that they were totally satisfied by the combination of video lectures to prepared seminars based on specific study and research questions. Unfortunately, it was not all the students (probably not even the majority) who came to the seminars well prepared and having seen the video lectures. This is something we should take into consideration when preparing flipped-classroom courses.

When it comes to the administration of the project, I believe that having a seminar when we could share our ideas on the projects and the application was very creative, not only because we had the possibility to get feedback but also because we were given the

opportunity to get a glimpse of what other colleagues work on. The application process was quite easy, and the follow-up structured and friendly.

University of Agder, 26 November 2020

Apostolos Spanos